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ABSTRACT

The Workplace Literacy Curriculum for Food and Beverage was developed for English-as-a-Second-Language classes for workers in participating hotels in Arlington County, Virginia, through a national workplace literacy grant with the cooperation of the Arlington County Chamber of Commerce. It is based on an analysis of tasks and interactions at the worksite. Employees were observed on the job, supervisors were consulted, and existing resources were reviewed to determine the language and basic skills needed to perform job duties. Eleven curricular units were developed. It is possible to cover six to eight units within a 60-hour class. It is recommended that each class begin with Personal Identification and Work Schedule units, which provide a review of basic literacy skills: reading, writing, and numeracy. This document includes guides for lesson planning, evaluation, and task needs assessment. Additional information covers the following tasks: personal identification; read work schedule; provide initial service; provide supplies to co-worker; follow instruction/describe job; report work progress completion; report lateness/absence; give directions to places within the hotel and vicinity; report and prevent accidents/emergencies; report problems such as repair needs; and read paychecks. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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ED 363 144

FOOD AND BEVERAGE INDUSTRY ESL WORKPLACE LITERACY CURRICULUM

FOR HOTELS

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ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM (REEP)
ARLINGTON COUNTY PUBLIC SCHOOLS
ARLINGTON, VIRGINIA

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June, 1990

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WORKPLACE LITERACY CURRICULUM

INTRODUCTION

The Workplace Literacy Curriculum for Food and Beverage is based on an analysis of tasks and interactions at the worksite. Employees were observed on the job, supervisors were consulted and existing resources were reviewed to determine the language and basic skills needed to effectively and efficiently perform job duties. Eleven curricular units were developed. Since priorities may differ from site to site, supervisors, in consultation with the instructor, may be asked to order units according to the special needs at their sites. (A Task Needs Assessment Form is provided on pages 5 & 6.) A needs assessment should also be done with employees in the class to determine their goals which can be incorporated in instruction.

In a 60-hour class it is possible to cover 6-8 units. It is recommended that each class begin with Personal Identification and Work Schedule units which provide a review of basic literacy skills: reading, writing, and numeracy, which are the building blocks for improved workplace literacy skills.

Organization

Each unit is based on a job task integral to carrying out the duties of the position. This task is also referred to as a competency. Each competency is then analyzed for language, knowledge, and other basic skills that are needed in order to perform the job task successfully.

The language pages present the job task (competency) as the unit title. This is then broken down into three levels of language proficiency for use with a multi-level class or in sequential courses. The vocabulary, basic skills, and culture points pertain to all levels of proficiency. It may be helpful to look at a unit of instruction while reviewing the definitions of terms below as used in this curriculum.

Definitions

SPL --(Student Performance Level) The SPL describes a student's language ability at a given level in terms of listening, speaking, reading, writing and ability to communicate with a native speaker. These descriptions are available in a separate document: Student Performance Level Document, MELT Resource Package. Each learner's SPL is determined by a pre-test.

Functions --Functions are the focus of language practice. They are units of communication that identify the outcome or purpose of an utterance. They depend on the context of the communicative act.

Language Sample --The examples represent how those functions may be expressed. They exemplify the complexity of language expected at that particular SPL.

Structures --The structures noted identify the grammatical forms which are appropriate for the expression of the language function at that level. When no structure is listed, the example is to be viewed as an idiomatic expression and taught accordingly.

Resources --Texts and materials listed contain activities and exercises which teachers have found to be appropriate for the level and curriculum. These are suggested resources. Teachers should select from these or other materials based on the needs and abilities of their particular students.

Vocabulary --The terms listed represent the essential vocabulary for the unit. They are to be taught and practiced in context, not as a word list.

Basic Skills--These are the reading, writing, and numeracy skills necessary to perform the competency. They should be specifically taught to students who have not already mastered them and should be reviewed for those who have.

Culture--This information focuses attention on cultural points that help students understand workplace values and customs. When appropriate, the information can serve as springboards for classroom discussion on cross-cultural issues.

USING THE CURRICULUM

Lesson Planning

Before beginning a unit, look over the language and basic skills, resources, and cultural information and consider how they relate to the competency. Decide what functions may be combined to form communicative situations for instructional focus. Consider the emphasis you will place on each function and the order in which you will present them. (See the lesson plan form on page 7.)

1. **Introduction**. Select an activity to introduce the language in context. This may be a picture, listening exercise, short reading passage or dialogue, video presentation, or demonstration.

2. **Presentation.** Plan to discuss the situation by eliciting who, what, where, why (purpose: language function). Elicit the dialogue itself if possible. This information may have to be provided to students with a low level of proficiency.

3. **Practice.** Select the vocabulary, grammatical structures, and pronunciation points to be practiced in depth. Consult the suggested resources for appropriate practice exercises. Choose activities that move from structured practice (drills, for example) to communicative activities (role play, information gap, simulation).

4. **Evaluation**. Determine which activity (from step 3) will enable you to evaluate student performance of the language for the unit, or create a new activity for evaluation purposes. Achievement should be based on demonstrated performance in a job-role situation.

5. **Application**. Select application activities that give students an opportunity to personalize the language being taught and encourage them to use the language outside the class.

Evaluation

Evaluation is an integral part of a workplace literacy class, providing data for the continuation of a workplace program that meets both the employees' learning goals and the employer's goal to enhance the company's daily operations. It provides feedback to:

- the learners on their progress
- the employers on success in meeting the company's aims
- the instructor on adjustments and changes that may need to take place in the instructional program to meet those goals.

In the classroom, evaluation of learner progress is:

- ongoing
- related to the curriculum
- based on demonstrated performance in job-role situations.

On the job,evaluation procedures (usually carried out by the supervisor) take note of changes in

- confidence
- performance
- productivity
- work habits
- improved use of English

Evaluation Activity: The classroom instructor's primary responsibility for evaluation is monitoring learner progress on what is being taught in the classroom. Although some kind of evaluation should take place in every class, this section is concerned with the formal (documented) evaluation of mastery of work goals, language skills, and basic skills. A distinct activity is used for evaluation. Both the learner and the instructor should be aware that this activity is providing an opportunity for the learner to demonstrate what has been learned. The information is then recorded on the REEP Workplace ESL Progress Report (see page 8 for sample). The Progress Report is an excellent tool for introducing the learners to what they will be studying. By reviewing all or parts of the form at the start of the class and between each unit, learners gain a sense of where they have been and where they are going.

The learners are evaluated on their ability to apply to the job skill task for the unit, the language functions, structures, and basic skills that have been taught. Consider the quality of performance, remembering that the learners may have previously completed their job tasks successfully, but **now the emphasis is on mastery of the specific skills presented** for practice in the classroom. Actual performance in an on-the-job situation is the ideal measure of competency. This is not always feasible due to time and worksite constraints. However, in the classroom, a simulation of such a situation can be set up.

Competencies requiring oral/aural use of language can be evaluated through role plays, cued responses, or demonstration. For example, "Reporting Lateness/Absence" could be evaluated in a role-play in which the learner being evaluated could pick a card describing a cause for absence and then use a telephone trainer to call the "office." The instructor or another learner could act as receptionist/supervisor. Competencies requiring reading, writing, or numeracy skills could be evaluated with paper and pencil tasks such as completing forms, taking a message, or finding information on a product label.

Progress Reports: After the evaluation activity is completed, record the learner's progress on the report form. This form lists the work goal (job task), language skills, and basic skills to be addressed in each unit. Learner progress is monitored for each of the skills covered in class. Once you have determined that sufficient time has been spent on practice and application activities, select a time and activity for evaluation. Note individual progress using the following scale:

√ learner needs more practice; performs the work task, but makes errors in communication (e.g. structurally incorrect, listener has difficulty comprehending)

\+ learner has mastered the skill; conveys ideas accurately or applies the language to the situation correctly (e.g. easily understood, grammatically correct)

NC skill was not covered in class

Unit progress reports are shared with the learners at the completion of each unit. At least twice during the instructional period, usually midway and at the end, the information is shared on a formal basis with the employer as well. At that time, each learner is also to be rated globally on pronunciation, fluency, and grammar according to the following scale:

PRONUNCIATION

1--frequent mispronunciations, cannot be understood
2--some mispronunciations leading to confusion, understood if attentive
3--no serious mispronunciations, easily understood

FLUENCY

1--minimal response to or amount of communication
2--shows effort beyond minimum
3--elaborates response

GRAMMAR

1--very little control of structure taught, making comprehension difficult
2--control of simple structures, but makes errors which occasionally obscure meaning, can correct self.
3--controls most of the structures taught, but makes occasional errors that do not obscure meaning, corrects self.

A space is provided on the form for instructor's comments. The student's signature indicates that the learner has seen and understood the report.

Other Assessments: Learners may be asked to fill out self-evaluation forms or class evaluation forms. They are also given a post-test at the end of instruction to measure overall proficiency gains. Supervisors are asked to rate the class as a whole, as well as individual learners, in order to indicate the impact the instruction has had on the job. All of the data collected from these evaluations are considered not only in measuring the success of the current program but also in planning for the future.

Task Needs Assessment: Food and Beverage

Below is a list of job skill tasks (competencies) and oral language skills (functions) necessary to carry out these tasks. These form the basis of the curriculum. In a 60-hour class, it is possible to cover 6-8 units.

The first two units listed should be covered the first few class sessions. They provide an opportunity to review basic literacy skills--reading, writing, and numeracy. The other units then need to be prioritized by the hotel contact person (general manager, supervisor, liaison), in consultation with the classroom teacher and students, to determine class content. This enables the curriculum to be tailored to meet the hotel's most pressing needs and the employees' goals.

	Unit #
General ESL: Personal Identification	1
Identify self	
Ask/answer questions about self	
Request clarification	
Read Work Schedules	2
Report information	
Ask/answer questions about day/time	
Request schedule change	
Provide Initial Service	—
Greet guests	
Introduce self	
Take leave	
Follow job instructions	
Ask/answer requests for information	
Provide Supplies	—
Identify supplies	
Make/answer a request	
Ask for clarification	
Apologize	
Make a suggestion	
Offer Assistance	
Follow Instructions/Describe Job Tasks	—
Identify equipment and supplies	
Follow instructions	
Request clarification	
Give sequence of tasks	
Give instructions	
Report Work Completion	—
Respond to requests for information	
Respond to praise	
Respond to criticism	

Report Progress
Report completion
Give Explanations

Discuss Performance Evaluation ___
Respond to praise
Respond to criticism
Identify ratings

Answer the Telephone ___
Greet
Identify self and department
Ask/answer requests for information
Clarify information
Take a message

Report Lateness/Absence ___
Identify self on telephone
State problem/give reason
Identify body parts/illnesses
Make a request on telephone
State intention

Give Directions to Places within the Hotel and Vicinity ___
Respond to requests for information
Provide information about location
Apologize
Give directions
Make a suggestion

Report and Prevent Accidents and Emergencies ___
Identify safety signs
Report accidents
Warn others
Make a suggestion

Report Problems: Repairs Needed ___
Identify problems
Report problems
Request clarification
Request assistance

Read Paychecks ___
Identify terms
Ask/answer questions
Ask for assistance
Report problems

Other

_____
_____
_____

LESSON PLAN

Lesson Objectives:

Warm up/Review/Introduction

Presentation

Practice

Evaluation

Application

REEP Workplace ESL
PROGRESS REPORT: FOOD AND BEVERAGE

Employee: _____ **Teacher:** _____ **Hotel:** _____

WORK GOALS/ LANGUAGE SKILLS	BASIC SKILLS	WORK GOALS/ LANGUAGE SKILLS	BASIC SKILLS
Personal identification ___Identify self ___Ask and answer simple questions ___Ask for clarification	___Identifyy letters ___Write alphabet ___Write name ___Complete simple form	Follow Instructions/Describe Job Tasks ___Identify equipment and supplies ___Follow instructions ___Request clarification ___Give sequence of tasks ___Give instructions	___Identify words in instructions ___Read cleaning check sheets ___Read labels on cleaners ___Estimate time needed to complete a task
Read Work Schedule ___Identify days ___Identify dates ___Tell time ___Ask and answer questions about schedule ___Request schedule change	___Identify numbers 1-100 ___Write the days ___Write the date ___Write the time ___Complete leave request ___Calculate hours worked	Report Work Completion ___Answer simple questions ___Respond to praise ___Respond to criticism ___Report progress ___Report completion ___Give explanations	___Write simple sentences ___Write simple questions ___Estimate time needed to complete a task ___Read cleaning check list ___Read safety captain report
Provide Initial Service ___Greet guests ___Introduce self ___Take leave ___Follow job instructions ___Ask and answer simple questions ___Offer assistance	___Write simple sentences ___Write simple questions	Discuss Performance Evaluation ___Respond to praise ___Respond to criticism ___Identify ratings	___Read performance evaluation
Provide Supplies ___Identify supplies ___Make and answer request ___Ask for clarification ___Offer assistance ___Apologize ___Make a suggestion	___Read names of supplies ___Match names with pictures ___Count supplies ___Complete supply request form	Answer the Telephone ___Greet ___Identify self and department ___Ask/answer requests for information ___Clarify information ___Take a message	___Write phone message

KEY: √ = still practicing + = can do well NC = not covered

WORK GOALS/LANGUAGE SKILLS	BASIC SKILLS
Report Lateness/Absence ___Identify self on telephone ___State problem ___Give reason for problem ___Identify body parts ___Identify aliments ___Make a request on the telephone ___State intention of return to work	___Identify health words ___Read appointment cards ___Complete sick leave forms ___Calculate hours of sick pay ___Complete leave request forms
Give Directions to Places ___Answer requests for directions ___Identify location of hotel facilities ___Give directions ___Make suggestions	___Identify signs in hotel ___Locate information on floor plan or directory ___Interpret a ordinal numbers and fractions
Report/Prevent Accidents/Emergencies ___Identify safety signs ___Report accidents ___Warn others ___Make suggestions	___Fill out accident report form ___Fill out insurance claim form ___Dial security or emergency phone number ___Read safety regulations
Report Repairs Needed ___Identify problems ___Report problems ___Request clarification ___Request assistance	___Read directions on machinery ___Fill out work orders ___Fill out cleaning check list
Complete Paychecks ___Identify terms on stub ___Report a problem ___Ask for assistance	___Endorse check ___Calculate pay

Comments:

	1	2	3
Pronunciation			
Fluency			
Grammar			

Student signature_____ _Date:_____

Comments:

	1	2	3
Pronunciation			
Fluency			
Grammar			

Student signature:_____ Date:_____

Perfect attendance?_____ Yes___No

1- Need Improvement
2- Satisfactory
3- Good

key: √ = still practicing + = can do well NC = not covered

GUIDE TO ABBREVIATION OF RESOURCES

AL	Anne Lomperis (Vocational ESL for Hotels)
ANS	A New Start
EAC	English for Adult Competency
EEL	English in Everyday Life, Book 1
ESL Act	ESL for Action
ETW	English that Works
FFX	Fairfax County Curriculum (Virginia) (English in the Workplace)
H/M Words	Hotel/Motel Words
LWS	Let's Work Safely
MIHY	May I Help You?
S/S	Side by Side
SE	Survival English
SUAP	Speaking Up at Work
WUSA	Working in the USA (video/workbooks)
YFJ	Your First Job

Techniques

Information Gap activities provide an opportunity for real communication to take place. Students work in pairs, but each partner has different information. Through interacting they must acquire the information they don't have. An example would be each having the same form of map with different places indicated. They must ask each other directions/locations in order to complete their own maps and then compare to see how well they have communicated.

Information Grid enables students to gather information through interviews inside or outside of the classroom. Students brainstorm the questions to ask in order to obtain the needed information. On a piece of paper (or prepared grid) they write across the top of the page the three or four specific questions they want to ask. Then they circulate around the room (or take the form on assignment) asking each other the questions and noting the name of the interviewee down the left side of the page and the response in the column under the appropriate question.

Language Experience Approach (LEA) this approach is a valuable technique for giving low-level learners practice in reading, self-expression and communication. Learners develop their own stories for practice, prompted by discussion of a starter topic such as a shared experience, recent event, or visual stimulus (picture, photograph). This may be done as a whole-class or small-group, or individual activity, (from Expressways Foundations Teacher's Guide, Prentice Hall, 1990).

Problem Solving develops critical thinking and decision-making skills as well as communicative competence. The class is presented with a problem (in paragraph, dialog or picture form) based on a real-life situation. Students then identify the problem, discuss possible solutions and their consequences, and come to consensus on a plan of action. Dividing the class in small groups for discussion and consensus building enhances maximum student participation.

Total Physical Response (TPR) this approach begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing. Students demonstrate their comprehension by acting out commands issued by the teacher; teacher provides novel and often humorous variations of the commands. Activities are designed to be fun and to allow students to assume active learning roles. (from Q & A, Eight Approaches to Language Teaching, ERIC Clearing-house on Languages and Linguistics)

Games provide opportunities for natural use of language in a relaxed way

--Bingo: Copy a bingo grid for each student. Fill in the blanks with target vocabulary (numbers, letters, times, household objects, body parts, etc). The students may do this themselves by randomly copying from the board or pasting pictures. The teacher should call the first game. The student who wins the first game can then call out the second game and so on. Pennies may be used as markers.

--Concentration: Students match pairs of index cards by remembering their location. To set up play, lay the cards face down in rows and columns. The first student turns up two cards. When the cards match, the student removes them and takes another turn. If they don't, the cards are turned back over and the next person takes a turn. (For lower levels it helps to have each member of the pair a different color--eg words on white cards, pictures on blue.)

--Twenty Questions: Give one student a card with a word or phrase from the lesson on it. The other students ask questions requiring a Yes/No answer to guess what the word or phase is. If they have not guessed it after 20 questions, supply the answer.

GENERAL ESL: Personal Identification

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify self	What's your name? My (first/last) name is _____.	WH - questions	Activities: basic literacy role play interviews
	Ask/Ans. questions (self)	Are you married? Do you have children? What's your address? Where are you from?	Yes/No questions WH - questions	Texts: Before Book I (many) A New Start Survival Eng. I lesson 1
	Request clarification	Excuse me. Repeat that, please C-A-R-L-O-S		
3	Identify self Ask/Ans. questions (self) Request clarification	I'm your busboy. I'm a waiter. How long have you lived in the US? How long have you worked at (hotel)? How do you spell that? How long?	Present perfect	Text: EEL, SE, ETWI
4-5	Identify self Ask/Ans. requests for info. Request clarification	 How many dependents do you have? What did you do in your country? C as candy, etc. V as a Victor.	 WH - questions	Text: Side by Side I

VOCABULARY:

Personal Identification:	name (first, last, middle), address, birthdate (age), SS #, sex, telephone # native country, marital status, dependents
Form words:	circle, check, sign, print
Forms:	application, insurance claim, accident report, work order, leave request, W-2
Jobs:	dining room attendant, busboy, host, hostess, dishwasher, utility worker, cafeteria server, storeroom worker, chef, banquet waiter, manager, supervisor, cook's helper, salad maker, cashier, room service assignment

BASIC SKILLS: Related to Personal Identification

Read:	Recognize own name in print (check attendance sheet) Identify all upper/lower case letters (match upper/lowercase, arrange letters of alphabet in sequence) Identify and demonstrate understanding of words frequently seen in work environment Supply missing words in sentence through use of context
Write:	If literacy level, trace and copy letters of the alphabet in sequence Write upper/lower case letters from memory Write first and last name in manuscript letters Write simple declarative sentences Write simple interrogative sentences
Numeracy:	Identify numbers 0 - 100 from memory Provide address, telephone number, age, birthdate, # of children

CULTURE: First and last names -- importance of being consistent

READ WORK SCHEDULE

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Report info. (days)	Do you work on Monday? Does he work on Sunday? I work on___, ____,and_____. I don't work on_____.	simple present Yes/No questions	Realia: Work schedule calendars, clocks Activities: make group schedule
	Ask/Ans. questions (time)	What time do you work? I work from 8 to 4:30.	Wh- questions	Visuals: Worksight 12+20 Speaking Up at Work 33+34 Text: A New Start 13-14, 63-69 Survival English 56-58+
3	Report information (days)	What's your schedule? I'm off_____ and _____ I worked 5 days last week. I didn't work yesterday.	simple present simple past	Video: WUSA I scene WUSA III 26-27,31 Texts: Fairfax 73-74, Roy Bowers 29
	Ask/Ans. questions (time)	What time do/did you punch in? What time is your break?	simple present/past	
	Make requests	Can I have next_____ off? I have a doctor's appointment.		
4-5	Report information	How long do you have for lunch? What shift do you work? I came in an hour early so I can leave at 4:00.		Text: English That Works I 134+ Your First Job Unit 4, Speaking Up at Work 11-14
	Request schedule change	Can I have next_____ off? Could you work for me this Friday? I have to go to the doctor. If I work Sunday,can I have Monday off?	polite request If clauses	

VOCABULARY:

numbers:	0 - 100
days/dates:	days of week, months
time words:	from... to, at, on, o'clock, shifts, over time
verbs:	punch in/out, sign in/out, change
leave:	sick leave, vacation, holiday, leave request

BASIC SKILLS: Related to work schedule

Read:	Locate information on work schedules
	Tell time from analog/digital clocks
	Identify days/dates in long and abbreviated forms
	Supply missing word in a sentence through use of context
Write:	Write days of the week in long and abbreviated form
	Write the date using correct punctuation
	Write numbers 0 - 100 from memory
	Write the time
	Complete leave request forms
	Write simple declarative and interrogative sentences
Numeracy:	Count and sequence numbers 0 - 100
	Match a given number of hours worked

CULTURE: Industry Practices

Find out what the hotel's policies are for the following:

punching in/out _____

break time: _____

lunch time: _____

leave requests: _____

schedule changes_____

PROVIDE INITIAL SERVICE

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Greet	Good morning. Welcome to (restaurant). How are you today? Fine, thank you.	polite expressions	Activities: role play Texts: Fairfax 44-46, Voc. ESL Unit A:2
	Introduce self	I'm your busboy. Your waiter will be here in a minute.		
	Take leave	Good bye. Have a nice day.		
	Follow job instructions	* Handle the glasses by the stem. * Set up table 3. * Get more rolls for this table.		
3	Greet	Hope you enjoy your stay. It's a beautiful day isn't It?	simple present: Be tag questions	
	Take leave	Have a nice trip. Please come again.		
4-5	Offer assistance	Is everything okay? Let me know if you need anything. May I help you? What can I get for you?		Video WUSA I pp 67-88, WUSA II pp 1-19. Visual: ESL for Action 41 Text: Voc. ESL Unit A: 2+4
	Ask/Ans. requests for info.	*Can you turn down the air conditioning? *Can we sit by the window? I'll get the manager. Are you enjoying your breakfast?		
	Take leave	Hope you enjoyed your meal.		

* Respond only

VOCABULARY:

Parts of the day:	morning, afternoon, evening, night, today
Reasons for staying in hotel:	business, conference, pleasure, vacation
Job instructions:	bring, set up, bus, handle, use, order, get, come, tray, napkin, tablecloth, vase,matches, ashtray, table, chair,plant, flowers, glasses, pitcher, ice, wine glasses, buffet, party, booth, candle, candle holder, condiments, customer, guest
Requests:	cigarettes, window, air conditioning, heat, heater,salad bar, telephone, seat, check
Meals:	breakfast, lunch, dinner, brunch, snack, meal
Job titles:	waiter, waitress, dining room attendant (DRA), host, hostess

BASIC SKILLS: Related to Personal Identification

Read:
- Recognize own name in print (check attendance sheet)
- Identify all upper/lower case letters (match upper/lowercase, arrange letters of alphabet in sequence
- Identify and demonstrate understanding of words frequently seen in work environment (supply missing)
- missing words in sentence through use of context)

Write:
- If at literacy level, trace and copy letters of the alphabet
- Write upper/lower case letters from memory
- Write first and last name in manuscript letters
- Write simple declarative sentences
- Write simple interrogative sentences

CULTURE: Industry Rationale

It personalizes the guest's experience at the restaurant to have the dining room attendant, waiter or waitress welcome the guest. This personalization encourages the guest to return and to recommend the restaurant to friends and associates.

Inquiring about guest's enjoyment of hotel stay shows the housekeeper's concern and interest and also encourages the guest to return and recommend it to friends and associates.1
The dinner room attendant (DRA), waiter and waitress report to the host/hostess on duty.

All personnel in the restaurant are friendly and helpful to the clients. If a customer request is not the duty of the person asked, he/she will find someone else to help.

PROVIDE SUPPLIES TO CO-WORKER

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify supplies	Do you have any rolls? I need/want some napkins.	singular/plural nouns some/any	Realia: things on cart Activities: TPR techniques. Silent Way requests Visuals: draw carts, match pictures/words, Fairfax 43,47,appendix May I Help You 60,66,130 Let's Work Safely 60, Speaking Up at Work 129 Video: WUSA II p.81 Oxford Picture Dictionary
	Make and respond to requests	*I'd like an extra pitcher. *Could I have some bread? Is this enough? Here you are. Here you go.	quantity expressions some, more, extra	
	Request clarification	I'm sorry. I don't understand. What? How many? A bread and butter plate? When do you need it?	Wh-questions	
3	Offer assistance	May (Can) I help you?	polite expressions	Texts: Fairfax 53-55 Voc. ESL Unit A:3 Unit B:9 Restaurant Words by Jim Richey
	Respond to requests	**see above** Here they are. Here it is. Here is the bread. Here are the matches. When will you need more?	singular/plural count/noncount nouns	
	Request clarification	A sidetowel or rag? Could you repeat that, please.		
4-5	Offer assistance	What can I do for you? How can I help you? Do you need anything else?	Modal: can	Texts: Voc. English Unit B:9+10 Speaking Up at Work 27-29
	Respond to requests	Here is/are the rolls you requested/asked for. Could you get me some extra danish? I wonder if you could give me some more glasses.	polite requests	
	Apologize	I'm sorry. I can't find them. I'm sorry. There aren't any in the storeroom. I'm sorry. I'll get some for you. I'm sorry. I'm too busy right now. Can I get them later?	some/one	
	Make a suggestion	John is using that now. Could you wait until he's finished? I can't stop now. Could you ask someone else? You can find soap under the sink		

[1] Ann Lomperis More. Vocational ESL for Hotels, Lesson 12

VOCABULARY:

Supplies for DRA: napkins, ashtrays, matches, wine glasses, water glasses, dinner plates, bread and butter plates, vase, flowers, tablecloth, chairs, place setting, tray, buspan, vacuum, broom, dust pan, mop, sidestand, china, flatware, silver ware, pitcher, cups, saucers, salt and pepper shakers, sidetowel, rag, underliners, cutlery, banquet rings (meta plate covers)

Food Items: bread, rolls, buns, butter, crumbs, beverage

Supplies for utility worker: broom, mop, dustpan, bucket, soap

Supplies for Prep Cook: knife, vegetable peeler, rag, pin (for food items see Oxford Picture Dictionary)

BASIC SKILLS: Related to Providing Supplies

Read:
- Read words related to work experiences
- Identify and demonstrate understanding of words that frequently appear in work environment
- Match words with objects or pictures
- Training materials about placement of supplies
- Read diagrams related to supply closet or packing cart, if applicable

Write:
- Complete supply request forms, if applicable
- Write simple declarative and interrogative sentences

Numeracy: Count supplies

CULTURE: Industry Practices

Peak time in a hotel is very hectic. Workers must cooperate for work to be done in a timely manner and to everyone's satisfaction.

FOLLOW INSTRUCTIONS/DESCRIBE JOB

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify equipment and supplies	There are 3 types of ovens. There's a micro-wave oven. The steam table is over there. The spice rack is near the steam kettle. I need a cutting board. Use the non-metallic pads for scouring.	There is/are contractions prepositions:location simple present	Realia: furniture in room play furniture Activities: TPR technique draw pictures of room info gaps, role plays Visuals: sequence cards, Fairfax, English for adult Competency, Hotel/Motel
	Follow verbal instructions	* Put these plates on the plate warmer. * Scour the pans with this kind of pad. * Wash hands before handling food. * No eating, drinking, or smoking at work stations.	prepositions:location this/these	Words, Survival Eng. 178+ A New Start 17,142,, Eng. Everyday Life I 39-47 Speak Up at Work 128+
	Request clarification	Where? What? Please show me. When do you need it? How soon do you need it?	Wh-question words	Texts: Fairfax 31-42 Survival English 39,201 Video: WUSA I p36
3	Ask/Ans. questions (task)	What does she do first? She arranges the lettuce on the plate and then the oranges.	adverbials: first, next, etc.	Texts: Fairfax 81-83
	Follow verbal/simple written instructions	Always store raw food under cooked food. Toxic materials must be stored away from food. Disposable plastic gloves must be worn to handle food.	adverbials: under, away from. modals: must	
	Request confirmation	Like this? Is this okay?		
4-5	Give instructions to others	see above		Texts: Roy Bowers 49, Hotel/Motel Words 1-19, WUSA I p45 Activities: write simple training manual Standards of hotel procedures from chef
	Follow written instructions	see above		
	Request clarification	What should I do first? Could you tell me again? Can this wait until_____?	modals: could, should	

*Responds only

VOCABULARY:

DRA: tray jack, cleaning solution, dirty linen receptacle, linen, soaking tub , breakdown table, bus tubs, wooden salad bowls, glass salad bowls, sanitizer, damp, set up, clear, bus, handle, re-stock, vacuum, stack, meet, clean, decrumb, stock, pour reset, pick up, place, remove, twist, wipe, pass, check, spill, lift, refill, drip, splash, breakdown of dishes.

Utility worker/
Prep cook: reach-in, sink, quartz oven, drawers, microwave oven, stove, pizza oven, steam table, broiler, grill, plate warmer, bread shelves, floors, deep fat fryer, cold table, ice cream box, salad box, fish box, spice rack, convection oven, double oven, steam kettles, steamer, warmer, tilt fryer, meat grinder, bare hands, tongs, food thermometer, cracked, raw, cooked, safety station, mess, hairnet, equipment, dishwasher, hose, bread and butter (B&B), large oval platter, cutting board, wooden salad bowls, glass salad bowls, sanitizer, sweep, clean, wash, return, eat, drink, smoke, touch, cook, cool, reheat, label, prepare, refrigerate, discard, sanitize, separate, use, store, spray, breakdown.

BASIC SKILLS:

Read:
- Identify words related to work experiences and language
- Read cleaning check sheets
- Match words with supplies
- Sight read labels on cleaners
- Read room inspection checklist
- Read training manuals, if applicable

Write:
- Write simple declarative/interrogative sentences
- Write simple instructions

Numeracy:
- Count number of supplies/towels (eg. checking supplies in/out)
- Estimate time needed to complete a task
- Identify 36-38 F on thermometer for refrigeration equipment, 0 F for freezer.

CULTURE: Industry practices

Find out the hotel policy about....

listening to radio/TV while working _____
smoking (yes___ no___ when?_____ Where?_____
using the telephones_____
accepting tips (yes___ no____ reporting tips_____
accepting gifts (yes___ no____ what kinds?_____

REPORT WORK PROGRESS / COMPLETION

SPL	FUNCTION	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Respond to requests for information	Are you busy? Are you finished? Not yet. Almost.	Yes/No questions	Realia: work assignments Activities: role play
	Request clarification	What kind of glass? The bread and butter plate?		
	Respond to criticism	* You forgot to restock the salad bar. * You didn't clean the_____. * Where were you _____? I'm sorry. I forgot. I was restocking the condiments.	simple past	Grammar Works Oxford Picture Dictionary Side by Side 1
	Respond to praise	* That's fine. * You did a good job. Thank you.		
3	Respond to requests for information	**see above** Did you slice the_____yet? Is the oven clean? In a few minutes. I'll do that next. * Hurry up.	Yes/No questions past	
	Respond to criticism	**see above** I'm sorry. I'll do it again. I'm sorry. I won't do it again. Now I understand. I won't do it again.	future	
4-5	Respond to requests for information	How many tables did you set? *Have you finished bussing section 3? How long will it take you? I'll be done in about_____. I'll do it right away.	present perfect future	
	Respond to criticism	**see above**		
	Give reasons/explanations	I didn't do it because the manager asked me to restock the salad bar first. There was a problem with the dishwasher.	because clauses there was/were	

*Respond only

VOCABULARY:

Progress: finished, done, not yet, almost, right away, in few minutes
Time: later, tomorrow, first, second, third soon

BASIC SKILLS:

Read: Read performance evaluation
Safety captain report and cleaning check list

Write: Write simple declarative/interrogative sentences

Numeracy: Demonstrate understanding of values on performance evaluation
Estimate how long it will take to complete task

CULTURE: Industry practices

Find out the hotel policy about....
dealing with floor supervisors, if applicable_____)
performance evaluations: (get checklist if available)
what is evaluated _____
evaluation criteria _____
by whom _____
how often _____
warnings? _____
orally _____
written _____
linked with pay/raises _____

REPORT ABSENCE/LATENESS

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify self	This is __(name).__		Activities: use visuals and teletrainer to role play calls
	State problem/give reason	I can't work today. I have the flu. I will be late. I missed the bus.	simple present simple past	Texts: A New Start 138 Fairfax 75-78
	Identify body parts	My __arm__ hurts.	simple present	Survival Eng. I 84-90.
3	Identify self	**see above**		
	State problem/give reason	I can't work because I have a __terrible headache.__ I can't work today because my __son is very sick.__ I will be 1/2 hour late because __my car won't start.__	because clauses	Video: WUSA III 24,29+,33-35 Side by Side I 96-98 Survival Eng. I 106
4-5	Make request on telephone	May I speak to_____in Housekeeping, please.		
	State problem/give reason	**see above**		Text: WUSA III 41-42, ESL Action 74-75 Speaking Up at Work
	State intention (time)	I'll be back_____.	future	

VOCABULARY:

Body parts: head, stomach, back, shoulder, arm, hand, fingers, leg, knee, ankle, foot, toe, etc.
Ailments: flu, headache, stomachache, toothache, hurt, pain, sore, broken, etc.
Telephone: May I speak to __, This is ____, Please hold, etc.

BASIC SKILLS:

Read: Identify words related to health
Read appointment cards
Read hotel sick leave policy
Read pay stub to determine sick leave

Write: Write simple declarative/interrogative sentences
Complete sick leave form
Complete leave request form

Numeracy: Calculate number of hours of sick pay

CULTURE: Industry practices

Find out the hotel's policies about the following:

acceptable excuses for absence _____
when doctor's note is required _____
when to call in lateness (i.e. how many hours before shift)_____
sick leave policy _____
whom to call about absence/lateness _____
leave request form _____

GIVE DIRECTIONS TO PLACES WITHIN THE HOTEL & VICINITY

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Respond to requests for information	* Excuse me. Where is the bar? Over there.	simple present	Realia: signs from hotel, floor plans, diagrams
	Provide information about location	It's on the first floor, It's down the hall. It's next to the ice machine.	ordinal numbers prepositions:place	Activities: draw floor plans, match pictures to signs, role play giving directions Texts: Fairfax 18-27
3	Respond to requests for information.	How do I get to the pool?	simple present	Texts: Voc: ESL Unit C:12-15
	Provide info. (location)	It's on the 1st floor, next to the piano bar. Take the elevator to the 2nd floor. It's on the left.	prepositions:place	
	Apologize	I'm not sure. I'll ask my supervisor. I don't know. You can ask the front desk		
4-5	Respond to requests for information	* Could you tell me where the pool is? * Do you know where I can buy a postcard?	embedded questions	Texts: English That Works I 98+ Survival Eng. I 121-125
	Give directions	Go to the lobby. Turn left. Then... you'll see the bar on the right.	prepositions:place	May I Help You 41-43 Speak Up at Work 20-26 Side by Side I 144-145
	Make suggestions	Try the gift shop. You can ask the concierge. There's a restaurant on 14th floor. It's open late.		Voc. English Unit C

VOCABULARY:

Prepositions: in, on, next to, near, between, on the right/left, below

Places: pool, restaurant, bar, post office, gift shop, newsstand, photocopier, beauty/barber shop, theater, metro/subway, shopping center/mall, etc.

BASIC SKILLS: Related to Directions

Read: Identify signs in hotel (places)
Locate information on simplified/real floor plans, maps, and in hotel directories

Write: Write simple declarative/interrogative sentences

Numeracy: Interpret ordinal numbers and fractions 1/2 (as in 1/2 block)

CULTURE:

Guests will often ask the DRA for directions to various locations in the hotel. Therefore housekeepers should know where these services and features are and be able to give clear instructions to these places.[1]

It is very helpful if the DRAs can give directions to other places within the vicinity of the hotel.[2]

It is helpful if DRAs can refer guest to other hotel services (eg. front desk or concierge) for assistance.[3]

DRAs should also be aware of the hours of operation for the various services in the hotel.[4]

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[2] Anne Lomperis More. Vocational ESL for Hotels, lesson 6

[1] Ibid, lesson7

[2] Ibid, lesson7

[3] Ibid, lesson7

[4] Ibid, lesson7

REPORT AND PREVENT ACCIDENTS/EMERGENCIES

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify safety signs	Fire Exit. No Smoking. Danger. Warning Wet Floors		Realia: signs from hotel classroom signs Activities: show sign and give warning, pantomime, match sign to safety hazards Visuals: A New Start 139-140 Fairfax 92, Your First Job, Unit 8 Let's Work Safety (many) Worksight(many)
	Report accidents	I hurt my arm. I fell down.	simple past	
	Warn others	Stop! Be careful! Don't do that. Watch out!	imperative	
	Request clarification?	When? How? Why?	Wh-questions	
3	Explain safety signs.	You can't smoke here. You should use gloves. Never mix chemicals. Clean as you go.	modal	Text: Fairfax 92-94 Let's Work Safely 2-3,7,90,95
	Report accident	I fell down and cut my head. He slipped on the wet floor. This is _name_. There's a fire in the kitchen.	simple past	Marriott Hotels Resorts: Employee Right to Know Training Program
	Make a suggestion	You should go to the nurse. call security. Call kitchen.	modal: should	
	Warn others	Don't store food and chemicals together. Do not spray water near electrical outlets. Don't lift the tray that way. You could hurt yourself.	imperatives modal: could	
4-5	Make a suggestion	You shouldn't smoke here. You should wear gloves.	modal: should shouldn't	Text: ESL Action 91+,108+,11 Let's Work Safely 100-108
	Report accident	I was carrying the tray when I slipped. When did it happen? How did it happen?	past continuous	
	Warn others	If you spray water near electrical outlets, you might get electrocuted. Mop up the water or someone might fall.	If clauses modal: might	

VOCABULARY:

Body parts: arm, leg, finger, head, etc.
Verbs: fell, cut, broke, burned, twisted, spray, dispose,mix, evacuate, breathe, swallow
Signs/labels: No smoking, fire exit, warning, danger, caution, hazard, fire escape, fire extinguisher, poison, Safety Station, First Aid Station, Avoid contact with skin or eyes, safety rules, hazardous, chemicals, damage, well-ventilated, fire drill.

BASIC SKILLS: Related to Preventing Accidents

Read: Identify common signs related to safety (eg.labels on cleaners, safety rules)
Read safety manual
Supply missing words in a sentence through use of context

Write: Fill out accident report form
Fill out insurance claim forms
Write simple declarative/interrogative sentences

Numeracy: Dial security or emergency phone number in hotel

CULTURE:

Ask the hotel about safety policies and accident procedures:

Reporting accidents: to whom _____
how _____
when (severe/minor) _____
insurance _____

Find out specific problems that have occurred in the past and need to be addressed:

_____
_____

Any special safety rules?
clothing/uniform _____
about doing job _____

REPORT PROBLEMS: repairs needed

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify problems	The sink is leaking The dishwasher is broken.	be + adjective	Visuals: Survival Eng. I 190-193 A New Start 115-116
	Report problems	There's a problem with the microwave.	there is/are	Fairfax 64-65, 88-91
	Request clarification	Where? What's broken? How long has it been broken?		
3	Identify problems	The convection oven is too hot.		Texts: Fairfax 80-91 Roy Bowers 51
	Report problems	**see above** The sink needs to be fixed.	need+to be+verb	
	Request clarification	Which oven is broken? What needs to be fixed? Which refrigerator is broken, the walk-in or the reach-in?		
4-5	Report problems	**see above** The faucet has been broken for 3 days.	present perfect for/since	Texts: ESL for Action 49+
	Request Assistance	This is the kitchen. Can you send help from maintenance?	simple present	
	Request clarification	The freezer is not cold enough. It is only 30. For how long?		

VOCABULARY:

Problems: broken, doesn't work, missing, leaking, dripping, stopped up, stained, torn, loose, burned, closed, stuck, etc.
Equipment: (review)

BASIC SKILLS: Related to Reporting Problems

Read:
- Read cleaning check list.
- Read directions on machinery.
- Supply missing word in a sentence through the use of context

Write:
- Fill out work orders
- Fill out cleaning check list
- Write simple declarative/interrogative sentences

Numeracy:
- Write date (on work orders)

CULTURE:

Find out the hotel policy about the following...

Reporting problems:
- to whom _____
- how (orally or in writing) _____
- what requires immediate attention_____

READ PAYCHECKS

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify terms (paycheck) Ask/Answer questions Ask for assistance	How much is your pay? How much do you make an hour? $_____ per hour. I have a question about my pay. Please help me.	Wh- questions	Realia: simple/real checks Texts: Fairfax 69-72
3	Ask/Ans. questions (pay) Report a problem	**see above** How much is your gross pay? How much did they deduct for taxes? I think there's a mistake. I worked overtime.	simple past	Texts: Speaking Up at Work 50-56 ESL for Action 52-65
4-5	Report problem	I think my check is too low. I think my check should be more (higher). I don't understand why my check is lower this week.	too, very comparatives	Text: Your First Job: Unit 9 Eng. That Works I 151-159

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VOCABULARY:

pay: regular, overtime, time and half, gross, net, YTD, totals, vested hours, invested hours
deductions: federal, state, FICA, insurance, meals, uniform
leave: vacation, holiday, sick
personnel: human resource director, director of personnel

BASIC SKILLS:

Read: Identify common terms on paychecks

Write: Endorse check
Write simple declarative/interrogative sentences

Numeracy: Calculate pay (hourly rate, number of hours worked, deductions)

CULTURE:

Find out the hotel's policies about the following:

- starting rate _____
- raises:
  - how often _____
  - criteria _____
- deductions:
  - meals _____
  - uniforms _____
  - insurance _____
- pay policy:
  - docking pay _____
  - bonuses/incentives _____
  - overtime _____